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American Federation for Sex Hygiene

Report of the Special Committee on the Matter...

New York City

[1913]

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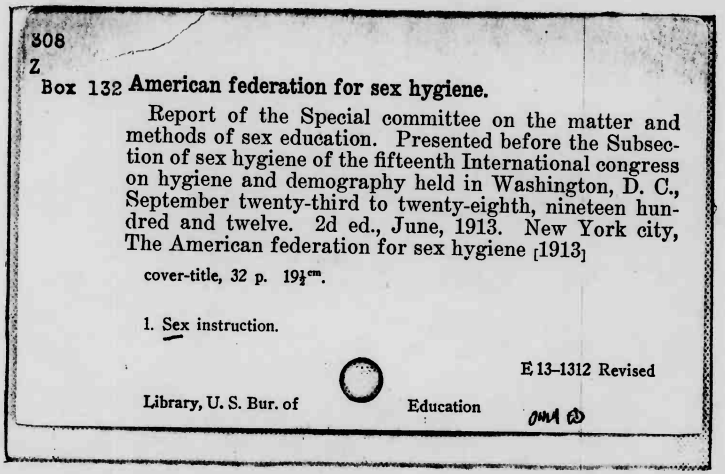

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Box 132 **American federation for sex hygiene.**

Report of the Special committee on the matter and methods of sex education. Presented before the Subsection of sex hygiene of the fifteenth International congress on hygiene and demography held in Washington, D. C., September twenty-third to twenty-eighth, nineteen hundred and twelve. 2d ed., June, 1913. New York city, The American federation for sex hygiene [1913]

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REPORT OF THE SPECIAL COMMITTEE ON

THE MATTER AND METHODS OF SEX EDUCATION

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Presented before the Subsection on Sex Hygiene
of the
Fifteenth International Congress on Hygiene and Demography
held in Washington, D. C.
September Twenty-third to Twenty-eighth
Nineteen Hundred and Twelve

SECOND EDITION
June, 1913

Issued by
THE AMERICAN FEDERATION
FOR SEX HYGIENE
Tilden Building, 105 West Fortieth Street
New York City

The American Federation for Sex Hygiene

CHARLES W. ELIOT, Cambridge, Mass.
Honorary President

PRINCE A. MORROW, M.D.,* New York City
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105 West 40th Street, New York City

* Died, March 17, 1913.

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THE AMERICAN FEDERATION FOR SEX HYGIENE

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1. The importance of educating young people in the physiology and hygiene of sex;

2. The practicability of introducing sex teaching into schools and colleges;

3. The matter and methods of proposed instruction.

The replies to this inquiry, in the large majority of cases, were substantially favorable to these suggestions. Encouraged by this fact, your Committee sought the judgment of experts on the main features of such instruction, both as to matter and method, and formulated thirteen propositions outlining a possible scheme of such instruction which were submitted for criticism to a large number of educators in schools, colleges and universities, as well as to medical men and social workers. A little over one hundred replies were received commenting upon some or all of these propositions. Many of these replies, in addition to expressing general approval, offered valuable criticisms which suggested modifications and additions. Some of these criticisms and suggestions are so important that your Committee deem it desirable that they should be included in this report, and they are accordingly added in the form of an appendix, grouped under the various propositions to which they specifically refer. Where the name of the author is given, it has been done with his special permission.

Presented before the Subsection on Sex Hygiene of the Fifteenth International Congress on Hygiene and Demography, held in Washington, D. C., September 23-28, 1912.

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INTENTIONAL SECOND EXPOSURE

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THE AMERICAN FEDERATION FOR SEX HYGIENE

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The replies in the case of each proposition have been classified under "affirmative," "negative" and "doubtful," to indicate in a general way the degree of approval or disapproval.

In general harmony with the propositions referred to, and in the light of this body of expert opinion and criticism, your Committee ventures to offer the following general outline of a plan of sex education:

1. Sex instruction has a purely practical aim, and should be strictly limited by this aim. Its purpose is to impart such knowledge of sex at each period of the child's life as may be necessary to preserve health, develop right thinking, and control conduct. Its aim is both hygienic and ethical; and whatever knowledge of sex and of sex relations in human life is not necessary at any particular period of the child's life for these ends should not be imparted at that period. In all cases, however, temptations should be anticipated by the instruction necessary to protect the child from physical or moral harm.

A further aim of such instruction, not only to children but also to adults, is to develop a healthier public sentiment in regard to sex, which will make it possible to discuss with more freedom than is now customary the grave hygienic and moral dangers to the individual and the community which grow out of the violation of the physical and moral laws governing sex life and the sacred processes of human reproduction. The common reluctance even of educated people in the past to tolerate discussion of this subject, outside of medical circles, must give way, and is rapidly giving way, to a nobler and purer sentiment which will recognize that whatever is fundamental and vital to health and morals in the individual and the community is a proper subject for serious thought and discreet discussion. Moreover, a knowledge of the marvelous processes by which life is perpetuated, from its lowest forms to its highest, impresses on the mind, more firmly than is possible in any other way, the sacredness of human reproduction and the dire consequences to future generations of wrong sexual conduct.

2. Thus limited by its aim, sex-instruction must differ in one important respect from other scientific instruction, in that it must not seek to create interest and awaken curiosity in the subject with which it deals, but merely to satisfy the curiosity which spontaneously arises in the child's mind, by answering his questions truthfully, but only so completely as may be necessary to give proper guidance to his conduct, both hygienic and ethical. The less children and youth think of sex, and the later they mature sexually, the better both physiologically and ethically. Premature development of the sex consciousness and the sex feelings is harmful.

Sex instruction, therefore, should aim to keep sex consciousness and sex emotions at the minimum, and should avoid everything which tends to awaken or to intensify either. Natural curiosity abates when judiciously gratified in a way not to suggest further inquiry; children, like adults, are curious not about what they do know, but about what they do not know. In the later years of adolescence, however, such instruction may properly suggest the vast hygienic and ethical implications of the facts of sex and of reproduction. It is important also to satisfy all normal sex curiosity before it becomes reinforced by the development at adolescence of the sex emotions, and to anticipate the possibility of the child's receiving sex information from impure sources.

3. It follows from the above principles that detailed descriptions of external human anatomy are to be avoided; and that descriptions of internal anatomy should be limited to what is necessary to make clear and to impress the hygienic bearing of the facts to be taught. The details of human embryology which have no direct bearing on important practical truths should likewise be avoided. In printed books and leaflets, cuts illustrating human anatomy should be avoided wherever possible; and, if used at all, should be limited to the absolutely essential facts, and be conventionalized for the purpose as much as scientific accuracy will permit.

It is both important and timely in the judgment of your

Committee that the Federation should emphasize the necessity of wisdom and good judgment in imparting sex instruction and in the publication of booklets and leaflets on the subject. Danger to the movement might conceivably come from lack of judgment or excess of zeal on the part of its friends.

4. The purely scientific basis for such instruction must be laid in the biological nature study in elementary schools and in the more systematic instruction in biology and hygiene in secondary schools and colleges.

5. It must be supplemented by providing proper physical exercise; by insisting in the home on regular hours of sleep; by providing adequate facilities for play and wholesome amusements; by protecting children from the unwholesome associations and corrupting influences of debasing shows and immoral literature; and by maintaining the confidence of children in their parents and teachers, so that signs of danger may be the more promptly detected.

6. The purely scientific instruction must be reinforced as strongly as possible by ethical instruction, both direct and indirect, with due regard to the maturity of those taught. Such instruction should be incorporated in the general course in practical ethics in secondary schools and colleges; and certain phases of it should be made a part of the general lessons in morals in the upper classes of the elementary schools. Appeals to the sense of personal self-respect and purity and to the instinct of chivalry can be effectively made in the earliest years of adolescence, and even before. With relatively mature students, the vast sociological bearings of the subject, with their ethical implications, can be effectively utilized.

Among the means of indirect ethical instruction for this purpose, the most effective is good literature. It is of immense consequence that during the adolescent years the pupils' minds be saturated with the great masterpieces, both in poetry and prose, which deal with romantic love in its purest forms. Thought of sex and sex emotion must at this time be spiritualized and placed on the highest plane,

and good literature is the most effective means to this end which is available in the public schools. Any kind of sex education which ignores the education of the emotions is seriously defective. Deep intellectual interests, enthusiasm in art, or ardent devotion to some worthy practical cause, absorb the mind and furnish wholesome avenues for the expression of the emotions. Few conditions are so dangerous at this period as idleness, whether physical or mental, and an absence of interest in things which appeal to the higher altruistic instincts.

7. The value of physical exercise, especially in the form of play and athletic sport, in its bearing on the control of the sex instinct, is so generally recognized that it needs no special emphasis here.

8. For the purpose of outlining more specifically the character of the instruction adapted to various ages, the life of the pupil may be divided conveniently into four periods; namely, from one to six, from six to twelve, from twelve to sixteen, and from sixteen to full maturity. This division, as will be recognized, is not wholly arbitrary, but rests on a basis of facts, both physiological and psychological.

9. The period from one to six is the period preceding admission to school, and is, therefore, the only period during which the care of the child falls chiefly upon the mother—the kindergarten at present reaching only a small proportion of children. It is therefore important that in lectures on sex education given to mothers, special emphasis be laid upon this period, and that proper instruction be given as to the care of the child's body. The danger to the child of placing it in the care of an immature or injudicious nurse should be pointed out. Instruction should be given as to how the child's questions relating to the origin of human life may best be answered. This is the only sex instruction a child needs during this first period. In addition to this, watchfulness over the child's habits, and protection from untoward influences constitute the mother's chief duty.

10. The period from six to twelve, which might be subdivided into that of early childhood and that of later child-

hood, covers the greater part of the elementary school period. Here the school must share with the home the hygienic and moral care of the child; and as most parents are not qualified at present to give the necessary sex instruction to their children, this duty falls mainly upon the school.

Truthful and delicate answering of the child's questions as to the origin of the individual human life, and instruction which will protect it from forming injurious sexual habits, constitute the chief features of sex instruction during the early years of this period. Such instruction at this period is best given privately, and should be carefully adapted to the child's individual needs.

It is essential at this, as at other periods, that the child be provided with abundant facilities for play and exercise; that his habits of sleep be regular, and that he be protected from corrupting social influences at school and in the neighborhood.

In addition to the above, there should be given, during the years of later childhood, including the remaining years of the ordinary elementary school course, a carefully planned series of lessons on reproduction in plants as a part of the course in nature study. The child should be made to understand the function of root, leaf, flower and seed; the different modes of scattering seeds; the various methods of fertilization and the necessity of fertilization, and he should be led up to the generalization that plant life always springs from plant life.

In like manner, a series of lessons on reproduction in animal life below mammals should be given, making use of familiar animals. The origin of the chick, the fish and the frog from the egg, and the metamorphosis of the frog; the origin of insects and their metamorphoses; and, finally, the necessity for fertilization;—these might form the chief general topics of such a series of lessons.

The aim should be, so far as specific sex instruction is concerned, to impress deeply the mind of the child with the beautiful and marvelous processes of nature by which life

is reproduced from life, both in the plant world and in the animal world It is not necessary, and in most cases not desirable, that children should make application of this knowledge to reproduction in man before the beginning of adolescence, further than that the human infant is developed within the mother. But such instruction on reproduction in nature will create the background of knowledge which will afterward invest reproduction in the higher animals and in man with a significance and a dignity not otherwise attainable; and what is equally important, it will create the right emotional attitude toward human reproduction and prepare the child's mind to appreciate its sacredness.

During the last three years of the elementary school course, over-age children and children who have contracted injurious sex habits often need, in addition to the above, instruction of a special kind. Such instruction should be given privately.

11. During the early adolescent period, approximately from the age of twelve to sixteen, reproduction in plants and in animals below the mammal should be more extensively studied, and the wonderful variety of modes of fertilization, especially in plants, be emphasized. It is important to make the pupil acquainted with a wide range of facts, in order to impress his mind with the wondrous beauty of nature's provision for the perpetuation of life, the aim being always ethical as well as scientific and hygienic.

With this background of knowledge, reproduction in mammals may be taken up. The teaching ought now to impress, with many illustrative facts, the generalization that animal life comes from *the ovum*. (The more accurate formulation may be left until later.) Fertilization in mammals should now be taught, and this should by natural steps lead up to reproduction in man. The simplest facts in regard to heredity should now be taught, and their applications be made to human life. The pupil will then be in a position to understand the significance of sexual morality, and to be impressed with the dangers to health and morals of

abnormal sexual habits. Specific instruction in regard to sexual morality will now be especially effective.

As girls mature from a year to a year and a half earlier than boys, they should receive such instruction somewhat earlier, and emphasis should be laid upon instruction in regard to the special care of their health at the change of life called puberty.

12. In connection with the study of reproduction, both during the earlier and the later adolescent period, emphasis should be laid on the broader ethical implications of biological facts as revealed in evolution. The evolution of care for the young and of the corresponding psychic factor of love of offspring should be made clear and be emphasized. The evolution of parental love should be traced both in animals and in man; the fact that as the offspring become fewer and are more helpless at birth, parental love and care must of necessity increase; that the pairing of animals for this purpose foreshadows the human family; that as the human infant is one of the most helpless animals at birth and has a very long period of maturing, human parental love is naturally strongest, especially in the mother. At this point biology and ethics are so closely interrelated that they can be made mutually to reinforce one another; and the significance of the family and the sacredness of the home can be impressed as in no other way that is available in the public schools.

The ethical relations in the home between parents and children and between brothers and sisters should be emphasized. It should be impressed upon every boy that every girl is somebody's daughter and usually somebody's sister, and that it is his sacred duty to accord her the same respect and protection which he would exact from another boy toward his own sister. It has been found by actual experience that this point of view can be made to appeal strongly to boys even when some other points of view do not appeal effectively.

13. During the entire period of adolescence, children should be given a general knowledge not only of the physical changes through which they are passing and their hy-

gienic and ethical significance, but they should also be led to comprehend the significant psychic, especially the emotional, changes through which they are passing. At this period children are at times a mystery to themselves, and are apt to feel that they are not understood, or are misunderstood, by their elders. If at this period parents do not maintain close sympathetic and confidential relations with them, there often result alienation of the children and loss of control by the parents.

14. During the adolescent period, in addition to the indirect moral training through literature, as suggested above, there should be systematic instruction in practical ethics, of which the ethics of the sex relation should form a natural and integral part.

15. During the later period of adolescence, that is, from the age of about sixteen to complete maturity, there should be given, in addition to the foregoing, more thorough instruction in heredity and the bearing of sexual morality and immorality on future generations, and special instruction as to the character and the dangers of venereal diseases. While in individual cases such instruction is sometimes needed earlier and should be given privately, the general presentation of the subject should be reserved until later adolescence, on the general principle that any particular phase of sex instruction should be given only when it is needed as a protection from real harm.

16. It is not desirable that there should be specially set lessons in sex instruction in schools; but such instruction, in all but exceptional cases, should form a natural part of the courses in nature study, biology, hygiene, and ethics.

17. All instruction in reproduction in plants and in animals below mammals can be given in co-educational classes. Instruction in reproduction in mammals may usually best be given in separate classes; and instruction in human reproduction should always be given in separate classes, and each class should be taught by a teacher of their own sex.

18. If certain pupils need instruction beyond the needs of the class as a whole, such instruction should in all cases be given privately. The extent to which general instruction

in human reproduction and sexual morality may with advantage be given in class instead of privately depends so much on the character and maturity of the class and on the personality of the teacher that no general rule can be laid down; it must be left largely to the tact and judgment of the teacher.

19. While sex instruction in its reference to human life should not be attempted by all teachers, but should be given by those who have special qualifications for it, both personal and academic, it is not desirable that any teacher should make a specialty of this type of instruction and of no other. We do not want "sex specialists" any more than we want special courses in sex instruction detached from the courses in science and ethics of which they naturally form an integral part. All that should be demanded of such a teacher is that he should have a thorough and accurate knowledge of the scientific facts involved, and possess the personal qualities and the teaching tact and skill necessary for effectively presenting the subject. Other things being equal, it is better that one of the regular corps of teachers in elementary schools, whom the pupils personally know and who has a firm moral hold on them, should give this instruction, than that a specialist who is a stranger should come in and be known to the pupils as the teacher of this subject alone. In secondary schools and in colleges, such instruction would naturally be given by the teachers of biology, of hygiene, and of ethics, and by the physical director.

20. In order that some teachers possessing the necessary personal qualifications may be trained to give this instruction, and in order that all teachers may have such general knowledge of it as to be in intelligent sympathy with special teachers and lend them their support, all normal schools and all departments of education in colleges and universities should provide the necessary courses to meet this need.

21. As many pupils do not enter a secondary school, or even complete the course in the elementary schools, it is essential that sex instruction be given in the regular

evening schools, which such pupils now generally attend in most cities of the country. This instruction in evening schools, because of the shortness of the term of such schools, may profitably emphasize the human and most vital aspects of the subject somewhat at the expense of its broader biological treatment. It is essential that such instruction cover the topics of most vital importance to the pupil, and not stop short of that by devoting too much of the limited time available to more or less preliminary topics. It is needless to add that for purposes of this instruction students must be classified according to age and not according to general scholarship.

22. As parents should naturally give much of this instruction to their own children, and as comparatively few of them are qualified to give it, systematic courses of lectures should be provided for them at public expense.

23. Courses in sex instruction, carefully adapted to the age of those taught, should be organized in Young Men's Christian Associations and in various types of Boys' Clubs; such classes have, in fact, been formed in many such associations and clubs.

In conclusion, your Committee would emphasize the necessity of good judgment and tact in introducing sex instruction into schools. It should not be introduced prematurely, but only so fast as teachers can be found or trained who are competent to give it, and so fast as public sentiment will support it. On the other hand, undue weight must not be given to the difficulties attending such instruction even under present conditions, inasmuch as even occasional mistakes will do far less harm than allowing children to continue to gain this knowledge, as many of them now do, from impure sources—receiving a pernicious first impression which induces in them an attitude of mind toward the subject that makes it extremely difficult later to give them the best instruction. In not a few such cases subsequent sound teaching is practically fruitless.

Respectfully submitted,

THOMAS M. BALLIET,
MAURICE A. BIGELOW,
PRINCE A. MORROW, M.D.
} *Committee.*

APPENDIX.

Proposition I.

The well-known facts concerning the widespread ignorance, misunderstanding, and misuse of the human sexual function point clearly to the need of special instruction of young people in the scientific principles of sex.

Affirmative, 91; Negative, 0; Doubtful, 5.

Comments and Suggestions.

1. Such instruction should not be separated from its natural place in teaching anatomy, physiology, hygiene, morals and religion. To single it out for a special course violates the fundamental principles of education and excites morbid interest. (Professor C. R. Henderson, University of Chicago.)

2. The need for such instruction is four-fold: (a) Hygienic and eugenic—better sex health and better progeny; (b) The control of venereal diseases; (c) To save young people from needless mental disturbance over normal sexual phenomena, and to save them from the impositions of quackery; (d) To change the attitude from the present one of total avoidance, or a subject fit only for lewd conversation, to one of serious respect. (Professor Peter Frandsen, University of Nevada, Reno.)

3. I would emphasize the need of special instruction on the basis of facts that are intelligible and can be applied by both parents and teachers. The school and the home must co-operate to secure the best results, and the sort of instruction that is given in each is in my judgment necessarily different though complementary. (Samuel McCune Lindsay, Director, New York School of Philanthropy.)

4. Inquiries made some 15 years ago in New England, Minnesota, California, and in thirty cities of Pennsylvania, all revealed a shocking condition among children, indicating great need of sex instruction; and the answers to 2,000 letters of inquiry sent 18 months ago to school superintendents and principals in all the States of the Union confirmed the judgment. (Josiah Strong, President, American Institute of Social Service, New York.)

5. Would place very little stress upon the words "special" and "scientific." (William D. Parkinson, Superintendent of Schools, Waltham, Mass.)

6. Such instruction should have for its primary aim the training of children and young people for parenthood and for racial responsibility. The emphasis upon personal and sex phases should be minimized. The emphasis upon eugenics and obligation in relation to reproduction and parenthood should be stressed. (Thomas D. Wood M.D., Teachers College, Columbia University, New York.)

Proposition II.

As it is well established that few parents are both qualified and willing to give their children this vital instruction, it is necessary that such instruction be given in the public schools, both elementary and high, in colleges, and in other organized educational agencies.

Affirmative, 73; Negative, 7; Doubtful, 11.

Comments and Suggestions.

1. I deem the professional teacher of mature years to be the one to do this. The parent should merely supplement. (L. J. Corbly, Principal, Marshall College, State Normal School, Huntington, W. Va.)

2. I do not believe that this instruction can with safety be entrusted to the ordinary grade teacher. (D. C. Hull, President, Millsaps College, Jackson, Miss.)

3. This instruction in elementary form I believe must be given before the age of ten. Primary teachers are not equipped to give it; hence I suggest that talks to parents, especially to mothers of children of these early years, should be given. Where parents are altogether ignorant, perhaps instruction should be attempted in the schools, but only by persons who are specially qualified to undertake such work. The grade teacher is not likely to be so qualified. (Professor C. H. Levermore, Adelphi College, Brooklyn, N. Y.)

4. The first step is to instruct parents how to do this duty in helping their children. We can do this long before we can induce school boards to permit such instruction to be given in mixed schools. (Professor C. R. Henderson, University of Chicago.)

5. I believe in sex instruction in schools, but neither parents nor teachers are yet ready for it. (Chas. S. Meek, Superintendent of Education, Boise, Idaho.)

PROPOSITION III.

The scientific basis of sex instruction should be laid in the biological nature study of elementary schools and the biological courses of higher schools and colleges. Beginning with the nature-study lessons of the primary grades, life histories of living things should be emphasized. In the advanced nature study of the grammar grades and the biology courses of the high school there should be a gradual presentation of the leading biological facts of animal and plant reproduction. It should also be incorporated into courses in hygiene and in ethics.

Affirmative, 80; Negative, 3; Doubtful, 3.

COMMENTS AND SUGGESTIONS.

1. Beginning should be made in colleges, normal schools and universities in the way of training teachers to give such instruction in secondary and elementary schools.

2. I should be inclined to lay a good deal of emphasis on the moral side. I do not believe that any mere presentation of the physiological facts will give the results desired. (Henry C. King, President, Oberlin College, Oberlin, Ohio.)

3. There is danger in repeating the same instruction so often through the grades that it become ineffective, and pupils lose interest in it, as in the case of temperance instruction. (Herbert Welch, President, Ohio Wesleyan University, Delaware, Ohio.)

4. Most effective is simple, direct moral instruction, with emphasis on the physical penalty for the breach of moral law. (E. D. Warfield, President, Lafayette College, Easton, Pa.)

5. Shall never have enough tactful teachers in the elementary schools, hence instruction should be given by carefully selected specialists. (Charles S. Chapin, Principal, State Normal School, Montclair, N. J.)

6. Not sure about main proposition, but certain that it should be incorporated in hygiene and ethics. (Henry Whittemore, Principal, State Normal School, Framingham, Mass.)

7. This proposed scientific knowledge will not reach the question of higher morality. There is need for something more of character training. (H. H. Seerley, President, Iowa State Teachers College, Cedar Falls.)

8. The chief difficulty lies in the securing of appropriate textbooks and teachers. The public conscience on such matters varies with each section or locality. (H. G. Shearin, President, Hamilton College for Women, Lexington, Ky.)

9. These needs may be met in the following ways: (a) Reproduction as a universal living phenomenon should be taught to young children in connection with nature study. This will be a potent means for changing our present social attitude toward matters of sex. (b) Mammalian and human reproduction taught to upper grammar grades in the course in physiology and hygiene, and supplemented by separate talks to boys and girls at the adolescent age by specially qualified teachers or lecturers. (c) In the high school there is needed a course which may be called "Civic Biology," whose purpose it should be to create an intelligent attitude toward such public questions as conservation of natural resources, municipal and national sanitary problems, heredity and eugenics, by emphasis upon the interrelations between living things and the laws of biology. An historical account of the victories won in the control of infectious diseases will pave the way for emphatic discussion of the venereal disease problem. (d) In the college, general lectures on personal and public hygiene, and special courses in biology and hygiene for teachers. (e) Lectures for the general public in connection with the college, the church, and other social organizations. (Professor Peter Frandsen, University of Nevada, Reno.)

PROPOSITION IV.

Specific instruction applying the biological facts to human life is needed, preferably at the end of the biology course in the early years of high school.

Affirmative, 75; Negative, 1; Doubtful, 2.

COMMENTS AND SUGGESTIONS.

1. I believe there is great danger of over-emphasizing the facts of anatomy and physiology of human reproduction in early adolescence. The special physiology of this period is apt to be disregarded. (Thomas D. Wood, M.D., Teachers College, Columbia University, New York.)

2. Such instruction cannot be confined to those who pursue biology courses; and any required course in biology must fall short of real scientific instruction. (William D. Parkinson, Superintendent of Schools, Waltham, Mass.)

3. This is too late. It should not be given to mixed classes. (Henry C. Pearson, Principal, Horace Mann Elementary School, Teachers College, New York.)

4. Yes, but this is too late for many boys and girls; first, because they do not go to the high school; second, much evil is done before, and the age of puberty has too far advanced. (A. H. Wilde, President, University of Arizona, Tucson.)

5. It should be at the end of the biology course. (Theodore Kemp, President, Illinois Wesleyan University, Bloomington, Ill.)

6. The essential facts must be given before this age, or there may be much to undo.

7. During the first half of a four years' course. (Professor Edward L. Thorndike, Teachers College, Columbia University, New York.)

8. Unfortunately, only a small fraction of the pupils who enter high school ever take a course in biology. Biology teaching in high schools will have to change its methods considerably before such instruction can be made to fit naturally into the course. (David Starr Jordan, President, Leland Stanford Junior University, Stanford University, Cal.)

9. I believe this is true, and the earlier the better in the high school course. It may be necessary to reach some boys even in the grades. Teachers should be wise enough, watchful enough, to know such cases, and provide the necessary knowledge. (Professor Chas. A. Shull, University of Kansas, Lawrence.)

10. Should be given in the eighth, and probably even in the seventh grade.

11. In my judgment, the application should be made not later than the first year of the high school. A year or two earlier would be better. (Professor Edward D. Collins, Middlebury College, Middlebury, Vermont.)

PROPOSITION V.

Since numerous pupils never reach the high school, there is need of some definitely organized instruction relating to human life for pupils of grammar school ages. This is the most difficult problem now apparent.

Affirmative, 73; Negative, 6; Doubtful, 9.

COMMENTS AND SUGGESTIONS.

1. This is a difficult problem. Carefully planned talks with the pupils segregated or with good careful books in their hands would help. Preferably, however, the subjects should grow out of some of their other studies, notably nature-study. (Theodore Kemp, President, Illinois Wesleyan University, Bloomington, Ill.)

2. Direct instruction at this age is the easiest, as far as the pupil is concerned.

3. Human physiology is usually taught in the grades, and this should be part of the study of that subject, as well as the other functions of the body. (Professor J. V. Breitweiser, Colorado College, Colorado Springs.)

4. This is important, but there is special danger of forcing instruction at this age in the effort to guard pupils of thirteen to fifteen against the very real dangers which confront them. (Thomas D. Wood, M.D., Teachers College, Columbia University, New York.)

5. Parents must be aroused by meetings at the schoolhouse social centers where plain talks are given, to be passed by them to their children. (C. W. Fowler, Superintendent, Kentucky Military Institute, Lyndon, Ky.)

6. The chief lookout in the grades should be for the undue stimulation of the sex reflexes by uncleanliness, improper clothing and the nature of the seats. I am thinking particularly of boys. I believe that a reduction of the temperature with proper humidity of the atmosphere of the school-room would do much to relieve conditions and the causes of undue sex excitement which lead in the end to sexual excess. (Professor G. E. Coghill, Denison University, Granville, Ohio.)

7. Most difficult of all, I believe; but something may be done with the private club organized by a competent teacher, where membership is voluntary and where the work of the club is held sacred. (G. L. Bowman, Principal, Dunn County Training School for Teachers, Menomonie, Wis.)

8. With the older pupils, ranging as they do from thirteen up, this problem should not be difficult—not more so than that of the high school pupil of the first and second years. (Charles H. Spooner, President, Norwich University, Northfield, Vt.)

9. Indeed the most difficult problem; for experience shows us that much knowledge of a varied nature is already possessed by these boys and girls. This knowledge is of such a character, and associated with such indecent expressions, that just how to present this instruction with the emphasis on the sacredness of the subject seems a task. To speak to one girl or boy may be easy, but to speak to twenty or more the teacher must be extremely tactful.

10. Might be done by competent physicians, a graduate nurse, or by skilled workers with children, meeting them in special classes. (E. G. Townsend, Acting President, Baylor Female College, Belton, Tex.)

11. In school systems, where the high school is well organized, may not the teacher of science in the high school be drafted into service for occasional lessons in the grammar grades?

12. Most of the teachers are too young to teach reproduction. The home should supplement this teaching. (A. B. Church, President, Buchtel College, Akron, Ohio.)

13. I think young children can often be taught more easily than the high school pupil, who is at an age especially likely to be open to bad suggestions. (Professor Charles H. Judd, University of Chicago.)

14. Correct, indeed! I have given this matter much thought and have concluded that the young people here in question must have a course that partakes of "first aid to the needy." Plain and concrete situations must be presented and two motives emphasized: (1) That of preserving physical health and the peace and happiness of the individual; (2) that of being clean and strong sexually and fully worthy of assuming the family relation. (Professor William A. McKeever, Kansas State Agricultural College, Manhattan.)

15. This is true; though we must push for "continuation schools" and vocational training, and for agencies for guiding and supervising adolescents up to 19 years of age. (Professor C. R. Henderson, University of Chicago.)

PROPOSITION VI.

Provision should be made for sex instruction in evening schools in forms adapted to the needs of the various types of students.

Affirmative, 72; Negative, 1; Doubtful, 2.

COMMENTS AND SUGGESTIONS.

1. Yes, especially for working girls. (Wm. Dinwiddie, Chancellor, Southwestern Presbyterian University, Clarksville, Tenn.)

2. Yes, and special public lectures suited respectively for young men, young women, married men and married women. (David Starr Jordan, President, Leland Stanford Junior University, Stanford University, Cal.)

3. An excellent suggestion. We have through a member of our class at Transylvania University given such instruction. In a night school in Lexington it was apparently very successful and much appreciated. (Professor Chas. A. Shull, University of Kansas, Lawrence.)

4. From the very nature of evening schools considerable conservatism should be shown in introducing such instruction. (J. C. Zeller, President, University of Puget Sound, Tacoma, Wash.)

5. This is a field of usefulness for the right man or woman, but I have seen well-meaning and highly intelligent speakers commit glaring errors, which left the condition worse than before. (Professor G. E. Coghill, Denison University, Granville, Ohio.)

6. A special teacher or a physician would be best to give such instruction. (Fred D. Cram, Normal Training Department, Mason City High School, Iowa.)

7. Yes, but in logical and natural relation to general hygiene, personal and public. (Professor Chas. R. Henderson, University of Chicago.)

8. Yes, by all means. In my opinion the worst kind of sexual pervert is to be found among the class of young persons whom the evening school is meant to serve. They have quit the day school early, and have gone to work, and have learned to place a low estimate upon human character. (Professor William A. McKeever, Kansas Agricultural College, Manhattan.)

Proposition VII.

All special instruction which touches human life directly should be under specially selected and trained teachers. The average teacher should not undertake this direct teaching.

Affirmative, 87; Negative, 0; Doubtful, 6.

Comments and Suggestions.

1. It cannot be too strongly emphasized that all sex instruction should be in the hands of specialists. (Chas. S. Chapin, Principal, State Normal School, Montclair, N. J.)

2. The instruction as far as possible should be given systematically by such individuals as will command the respect and confidence of the pupils by reason of their training and experience. But where this cannot be secured, certain teachers of other subjects should be encouraged and by reason of their common sense could receive some training, and thus be prepared to impart this knowledge when no other way is open. (Professor C. B. Robertson, University of Pittsburgh.)

3. I think this is correct. And just as important as special preparation is special fitness. Personality counts nowhere more than here. (Chas. McKenny, President, Michigan State Normal College, Ypsilanti.)

4. This is the saner method of determining the worker. The trouble is that these special teachers will be strangers to those being taught, and their lessons will lack the personal touch. (H. H. Seerley, President, Iowa State Teachers College, Cedar Falls.)

5. I believe the direct human instruction which may be given in the early grades of the elementary schools should be given by the regular teacher, and not by a special teacher. (Thos. D. Wood, M.D., Teachers College, New York.)

6. By all means. In centers sufficiently large, special teachers can be secured. In other places, at least one teacher ought to be hired with this in view as a part of her work. (G. L. Bowman, Principal, Dunn Co. Training School for Teachers, Menomonie, Wis.)

7. I think these statements are probably correct. Yet the teachers chosen for the subject must indeed be specially selected, even from among those trained.

8. Specialized instruction should be given by specialists. Occasionally a teacher not engaged in this particular field of instruction can, however, render most valuable assistance. Teachers of physical education especially can render great aid. (Professor W. S. Sutton, University of Texas, Austin.)

9. I doubt this. I assent to the need of training, but the interpretation of human life is the business of the average teacher. It seems to

me the best instruction will not set this phase of human life apart from other phases, but will relate it as closely as possible; and I question whether the average teacher's inadequacy need be greater in this particular than in any other, or whether the selected teacher, except as summoned to the aid of the regular teacher, can be really effective. Certainly the regular teacher should be the one to keep open confidential communication with the pupil. (Wm. D. Parkinson, Superintendent of Schools, Waltham, Mass.)

10. It should be so from the bottom up. I should let the subject be touched by no amateur or young teacher, just as I think ordinary physiology ought to be taught by a trained teacher. I sincerely believe, furthermore, that only teachers of such type and character and personality as will at once command respect of a high order should be permitted to do this work. (L. J. Corbly, Principal, Marshall College, State Normal School, Huntington, W. Va.)

11. No ordinary teacher can do this effectively. A specialist must do it; but it must be one of full information, and with peculiar personal quality, inviting and inspiring confidence. (A. H. Wilde, President, University of Arizona, Tucson.)

12. Under ideal conditions, instruction should be given by parents. If not by them, then by some qualified person who has the confidence of the child; certainly not by teachers generally in class instruction. It should be a personal and individual matter. (Henry C. Pearson, Principal, Horace Mann Elementary School, Teachers College, New York.)

13. In most schools you cannot have special teachers. (Herbert Welch, President, Ohio Wesleyan University, Delaware.)

14. With this I agree whole-heartedly. Will it be possible to prevent the bungling of the teacher "who thinks she can?" This is the one subject of all subjects that requires the finest insight, tact and skill.

15. I am in accord with this. The direct teaching should be done by the specially trained teacher, but all teachers should be required to inform themselves thoroughly regarding the matter. (Professor Wm. A. McKeever, Kansas State Agricultural College, Manhattan.)

16. I do not want any "sex specialists." I do want biologists who know the proper proportions of other educational factors. (Professor C. R. Henderson, University of Chicago.)

17. Personally I think every teacher, average as well as others, should be compelled to take a course in sex instruction. Such courses should be a required part of every normal school curriculum. Just at present the special teacher is certainly needed. (Professor C. A. Shull, University of Kansas, Lawrence.)

18. While the average teacher should not undertake direct teaching, she must be able to do a great deal in an indirect way. (David Starr Jordan, President, Leland Stanford Junior University, Stanford University, Cal.)

PROPOSITION VIII.

In order to appreciate the problems and co-operate with special teachers, all teachers should know the fundamental biological, hygienic, and ethical facts relating to sex-processes. To this end, teachers' training schools should offer courses of biology and selected reading which will give the needed knowledge.

Affirmative, 82; Negative, 0; Doubtful, 8.

COMMENTS AND SUGGESTIONS.

1. No certificate should be granted without completion of such a course. (Wm. Dinwiddie, Chancellor, Southwestern Presbyterian University, Clarksville, Tenn.)

2. The qualifications of such a teacher or teachers must be equally moral and scientific. I believe that but few men can give themselves persistently and exclusively to work with the sex problem without becoming more or less morbid on the subject. For this reason, I believe that the most valuable and trustworthy teachers will come from among the advanced students of pure biology and physiology, who, from purely moral conviction on the subject, strike a blow wherever and whenever opportunity arises. (Professor G. E. Coghill, Denison University, Granville, Ohio.)

3. This is necessary. There is no use hiring a specialist who does not have intelligent support. The life of the teacher is a potent factor here. (Fred D. Cram, Normal Training Department, Mason City High School, Iowa.)

4. Yes, but mere knowledge does not fully qualify one to give the instruction. Personality of the instructor is of the first importance. (H. A. Garfield, President, Williams College, Williamstown, Mass.)

5. All teachers' training schools should have a thorough course in preparation for every question relating to wifehood and motherhood as well as fatherhood.

6. Yes, it is another way of saying that the normal schools have a great opportunity. They are now neglecting it. (Fred W. Atkinson, President, Polytechnic Institute of Brooklyn, N. Y.)

7. As a temporary expedient, the special teacher might meet the grade teachers monthly or semi-monthly for the purpose of informing them of his plans and aims. (D. C. Hull, President, Millsaps College, Jackson, Miss.)

8. Every normal school and every college should have such courses. (George A. Harter, President, Delaware College, Newark, Del.)

9. Some instruction should certainly be given on this subject to

all teachers going out from training schools. It should be made sufficiently scientific to command their respect, and be shorn of all sentimentality and prudishness. (Professor C. B. Robertson, University of Pittsburgh, Penna.)

10. All teachers should know, especially in this field, much more than they attempt to teach, in order that a broad context for sound judgment may be secured. (Thomas D. Wood, M.D., Teachers College, New York.)

11. Yes, and summer schools also. There is no better time and place for such instruction. (Arthur H. Wilde, President, University of Arizona, Tucson.)

12. The average teacher is a person of very meagre knowledge of this subject. In addition to the foregoing, I should have the course include detailed information as to how the young fall into sex errors, and as to the means of preventing such errors. (Professor Wm. A. McKeever, Kansas State Agricultural College, Manhattan.)

13. Merely to instruct the teachers in the specific facts of sex is insufficient. They must be better grounded in the whole psychology of the individual's moral and social development. (David Starr Jordan, President, Leland Stanford Junior University, Stanford University, Cal.)

PROPOSITION IX.

While the nature-study and biology classes may be co-educational, as abundant experience has proved, the special application of biological facts to human life should be in separate classes.

Affirmative, 82; Negative, 0; Doubtful, 5.

COMMENTS AND SUGGESTIONS.

1. Yes, as the instruction grows specialized it should be given to the sexes separately. (Professor Wm. A. McKeever, Kansas State Agricultural College, Manhattan.)

2. I do not know about this. The separation of the sexes for this instruction does seem necessary, but this may be just a relic of our old-time taboos of the whole matter. (Professor Edward L. Thorndike, Teachers College, New York.)

3. I believe this is true. Proper questions that will respond to natural curiosity should be fully and frankly answered. These questions will not be asked in classes in which both boys and girls are present, and they would be hard or impossible to answer. (Arthur H. Wilde, President, University of Arizona, Tucson.)

4. I have for five years been teaching a class of men in a course of lectures in college on personal sexual hygiene. A large group of college women, all of whom have had a year in collegiate biology, have now requested me to give them a similar course of lectures next year. Since this request is purely spontaneous on their part, I take it as good evidence that the college girl of today is ready for scientific instruction in the problems of sex. (Professor G. E. Coghill, Denison University, Granville, Ohio.)

5. Sex hygiene should not be taught to mixed classes, but always to separate classes, and by persons of the same sex as those being taught. (Julius C. Zeller, President, University of Puget Sound, Tacoma, Wash.)

6. This may be so; but I am inclined to favor open, serious, reverent frankness that might help especially older students to consider these subjects together as sacred and pure. (D. M. Metzger, Dean, Dallas College, Dallas, Oregon.)

7. More and more must the class work be made co-educational in order to purify the air of false attitudes toward sex and sex functions and sex pleasures; but we must begin with the divided class and the small class; never large classes. This is too personal a matter to be done in "massed" classes. (L. J. Corbly, Principal, Marshall College, State Normal School, Huntington, W. Va.)

8. With rare exceptions, yes. Sometimes exigencies arise which

make it advisable to throw aside ordinary reserve and make a lesson more impressive from that very fact. (Wm. D. Parkinson, Superintendent of Schools, Waltham, Mass.)

9. Yes, I think so. Otherwise that freedom of questioning and confidence which the teacher of sex hygiene desires to stimulate will certainly be lacking. Besides, modesty would demand this care. Even in the family such instruction is given privately.

10. Nothing should be co-educational that really touches sex in animals, else it would be so obscure, so wrongly suggestive, or so extravagant as to miss the point needed to be reached. (H. H. Seerley, President, Iowa State Teachers College, Cedar Falls, Iowa.)

11. I should prefer that all the facts of animal reproduction should be treated in separate classes. (Professor P. Wardlaw, University of South Carolina, Columbia.)

12. Not necessarily in separate classes in colleges. Special lectures on hygiene, including matters relating to sex, have been given before the entire student body, including both men and women, at the University of Nevada, without apparent objection. (Professor R. Adams, University of Nevada, Reno.)

13. Yes, with pupils over 11 years of age. (Professor Edward D. Collins, Middlebury College, Middlebury, Vt.)

14. In exceptional cases, I expect that separation would be unnecessary. Certain details, of course, should be presented to the sexes separately, but need not all or always be so presented. There is definite value in dealing with these subjects in the matter-of-course way which holds for other subjects. (Charles H. Spooner, President, Norwich University, Northfield, Vt.)

15. I am sure that the first work mentioned should be co-educational. It is possible that as we become better educated ourselves we shall find that we can go further in co-educational classes than we now are able to do. (Frank A. Manny, Director of the Training of Teachers, Baltimore, Md.)

PROPOSITION X.

Special lectures under the auspices of clubs, churches and other associations interested in general education, should be established in order that the sex-education movement may reach parents and young people who are not connected with schools.

Affirmative, 86; Negative, 0; Doubtful, 0.

COMMENTS AND SUGGESTIONS.

1. I am not so sure, however, that any except parents and adults could be reached in this public way without certain manifest dangers. (Professor W. G. Chambers, University of Pittsburgh, Penna.)

2. Yes, but the special lectures should form part of a *series* so that the relations of things, higher and lower, should not be broken and perspective lost. (Professor Chas. R. Henderson, University of Chicago, Ill.)

3. This is the first step in the movement. Only through an enlightened public sentiment can sex hygiene be introduced into the public schools. I have had some experience in this matter. (Charles McKenny, President, Michigan State Normal College, Ypsilanti.)

4. This is a good suggestion. All ministers should be enlisted to throw open doors to this work. It is surprising how conservative some ministers are in this respect. (Professor Chas. A. Shull, University of Kansas, Lawrence.)

5. Lectures to parents, certainly. Following those to parents only, would it not be well to arrange a course of lectures to parents accompanied by their children? This would tend to establish mutual confidence between parent and child. (H. A. Garfield, President, Williams College, Williamstown, Mass.)

6. These should be given almost without exception by doctors. (Fred W. Atkinson, President, Polytechnic Institute of Brooklyn, N. Y.)

7. Doubt it for young people. Yes, for parents. (Professor Chas. H. Judd, University of Chicago, Ill.)

8. This is the most immediate need. If the public is not brought into line, the public mind will counteract and set at naught all the instruction that can be given in school. School instruction belied by men and women outside of school is liable to render pupils proof against all future lessons. (Wm. D. Parkinson, Superintendent of Schools, Waltham, Mass.)

9. I must insist on care lest the personal attitude and interest, which can come alone with small classes and also classes of the same rank in culture as far as possible, be lost sight of, and this entire work be made commonplace in thought and in treatment, which result would be fatal to the high purpose in view. (L. J. Corbly, Principal, Marshall College, State Normal School, Huntington, W. Va.)

10. Lectures should be chiefly for parents. Children and young people should be reached so far as possible through the parents. (Professor G. E. Coghill, Denison University, Granville, Ohio.)

11. The women's-club movement all over the country is the best agency for this, and is an organization already at hand. But where there is no such club, some other public-spirited organization should take it up. Why should not the church do this, and put itself in touch with great social problems? Why should not State boards of health do this work for communities where there are no clubs to do it—doing it in connection with local physicians? (Arthur H. Wilde, President, University of Arizona, Tucson.)

PROPOSITION XI.

The above propositions refer to instruction in normal sex-processes. Such instruction should obviously be made basal. But at the proper time, instruction should be given also as to: (1) the danger of unnatural and unhygienic sex-habits; (2) licentious or irregular sexual indulgence; (3) and later, the impressive facts relating to the dangers of social diseases, and the consequences to themselves and others. Instruction in regard to the last two should be given only to the upper classes of the high school and to students in college, by carefully selected instructors, preferably by those with special training in medicine or physiology, and at the same time possessing tact and skill; but all teachers should be prepared to help individual students who may need advice.

Affirmative, 85; Negative, 3; Doubtful, 2.

COMMENTS AND SUGGESTIONS.

1. Doctors often lack pedagogic insight. A well-trained teacher, reasonably well read in sex physiology and current medical literature is best equipped for giving such instruction. (Professor Wm. A. McKeever, Kansas State Agricultural College, Manhattan.)

2. All schools, grammar as well as high schools, should have consulting school physicians. They can do much to meet this need. (Julius C. Zeller, President, University of Puget Sound, Tacoma, Wash.)

3. The normal sex processes are not what most lecturers give. They find the abnormal the more attractive to society, and hence they deal with the diseases. (H. H. Seerley, President, Iowa State Teachers College, Cedar Falls.)

4. At the beginning, the restriction of instruction to high schools and colleges will be wise, but eventually this knowledge should be given to the larger number who do not reach the high school. (Professor R. Adams, University of Nevada, Reno.)

5. It may be well to give all this information at a much earlier period—as soon as it can be understood. Twenty-five years ago it might have been argued that young boys and girls would not be liable to these disorders, and little likely to hear about them; neither of these conditions holds to-day. (Charles H. Spooner, President, Norwich University, Northfield, Vt.)

6. I fear that it will be necessary that children even younger than the upper classes of the high school need to have information about social diseases.

7. While I feel that it should be done, I am oppressed with the

fear that through undue haste, over-zealousness and lack of tact much harm may be done.

8. Earlier, if circumstances permit. Much damage is done to young boys by the tramp woman in the smaller centers of population. (G. L. Bowman, Principal, Dunn Co. Training School for Teachers, Menomonie, Wis.)

9. Instruction concerning the consequences of these diseases should not be greatly delayed. There are too many cases of immoral relations between high school boys and girls. In some reform schools for girls it has been found that most of those who enter over eleven years of age are prostitutes, although technically "truants."

10. I am not in favor of elaborating these evils. An immoral person can be reached most effectively by personal contact. I do not believe in teaching these points as a separate section, but as illustrative material in the constructive work.

11. Boys should have this information at fifteen or earlier, and it should be repeated two or three times every year through school and college. (C. W. Fowler, Superintendent, Kentucky Military Institute, Lyndon, Ky.)

12. I agree heartily with (1) and (3). I would cut out (2) for the present. (Henry Whittemore, Principal, State Normal School, Framingham, Mass.)

13. Should be given to individuals in private. (Professor George H. Tapy, Wabash College, Crawfordsville, Ind.)

14. This is done in Bowdoin College by the college physician and director of the gymnasium who is a physician and also professor of bacteriology in the medical school. We also have a special lecturer on this subject, who is a practising physician, each year. (Wm. DeWitt Hyde, President, Bowdoin College, Brunswick, Maine.)

15. This belongs, in my opinion, to the individual case, or to the college class. Only very little of it belongs in the schools, and that, for the most part, to the physical education classes. (Professor Chas. H. Judd, University of Chicago, Ill.)

16. Yes, with emphasis on the last two lines. Many physicians have lived in the atmosphere of cynicism so long as to unfit them to address the young with that optimism which they require. All teachers should be prepared to follow up sympathetically the clues once started. (Wm. D. Parkinson, Superintendent of Schools, Waltham, Mass.)

17. The relation of alcoholism to sexual debauch should be emphasized. The age and time of the more specific treatment of social disease should probably vary with the community. As much of this work as possible should be done by private interview. (Professor G. E. Coghill, Denison University, Granville, Ohio.

Proposition XII.

While instruction concerning abnormal conditions is largely a problem relating to adolescents, some direction of individuals is sadly needed by many children in the two or three pre-adolescent years; and it is to be hoped that every school will finally have one or more competent persons (principal, nurse, doctor, or teacher) able to deal effectively with the individuals needing help.

Affirmative, 81; Negative, 0; Doubtful, 5.

Comments and Suggestions.

1. This is demonstrated in a great city, but in all towns and cities many children, even in the best families, have started down even before the age of 10. A very necessary activity is the study of the child's home surroundings; and it is also necessary to convince parents that children at an early age may have wrong notions and incipient vices. (Arthur H. Wilde, President, University of Arizona, Tucson.)

2. These cases should be dealt with individually. (E. G. Townsend, Acting President, Baylor Female College, Belton, Texas.)

3. Yes, give a healthy interest in athletics, avoid morbid-mindedness and let them have a pure source for sex knowledge. (Professor J. V. Breitweiser, Colorado College, Colorado Springs.)

4. The nurses do not receive training, as a rule, that will make them competent to meet the child's need on any plane except purely physical.

5. Instruction concerning normal conditions is very desirable. I presume abnormal conditions may be a deterrent to the adult. (Geo. A. Harter, President, Delaware College, Newark, Dela.)

6. The school nurse is probably destined to play a large part in the sex enlightenment of young girls. (David Starr Jordan, President, Leland Stanford Junior University, Stanford University, Cal.)

7. Children needing help, I think, are best reached by the principal or teacher. They can gain their confidence.

8. In cities, school physicians and nurses could do much, but no reason why teachers should not know enough to handle every situation arising. (Professor Chas. A. Shull, University of Kansas, Lawrence.)

9. This may be done personally without special teacher, by the *right* man or woman. (Professor Richard E. Dodge, Teachers College, Columbia University, New York.)

10. The pre-adolescent instruction is especially important. Too often the later instruction comes convincingly, but at a time when erroneous habits have taken hold and cannot be broken.

Proposition XIII.

The introduction of sex-instruction into the public educational system should be made carefully and with due regard to local conditions, such as the attitude of school officials, public opinion, and the availability of specially trained teachers. Nothing could be more undesirable than precipitate introduction of sex-instruction by propagandic legislators or by over zealous school officials. Far better results are to be expected if the teachers and parents interested in each school are first awakened to the need of special instruction; and then the work should be developed gradually, quietly, conservatively, and on a sure foundation.

Affirmative, 90; Negative, 0; Doubtful, 4.

Comments and Suggestions.

1. We must be free to feel our way. The cocksure person and methods are both dangerous. It is necessary to be honest with children; but the diplomatist who should tell the truth in unrestrained terms would give a false impression, and so would the teacher of children. (Wm. D. Parkinson, Superintendent of Schools, Waltham, Mass.)

2. A broad training in biology cannot be too much emphasized as an essential preparation. The biology work in our normal schools should be strengthened with reference to this fact.

3. I agree with this. Scores of people are rushing into print on this subject in an impulsive way. They mean well, but know so little that their proposed methods are often seriously questionable and even dangerous. I like the plan, but for practical reasons would not introduce a large amount of the heavy scientific matter from medical science, physiology and the like. (Professor Wm. A. McKeever, Kansas State Agricultural College, Manhattan.)

I believe I am in hearty support of your main propositions regarding instruction in sex hygiene. I think we have not yet found out just who is the right person to give such instruction. It is not enough to say that it should be given by a doctor of medicine. It must be a person not only of training and knowledge, but of great wisdom and temperamental balance. I am least satisfied with placing the instruction in the hands of representatives of physical culture. Biologists as such I am doubtful about, though they would *a priori* seem to be the right persons to conduct such work. The trouble with them is lack on the side of the human element. The scope of the plan you outline seems from the prospectus to cover very properly the ground that should be covered.—(Benjamin Ide Wheeler, President, University of California, Berkeley.)

The subject is one of the very greatest importance, and will have to be worked out, it seems to me, on the lines that you have suggested. That is, in some way we must educate our people and, in order to do this, we must begin in the schools.—(R. E. Blackwell, President, Randolph-Macon College, Ashland, Va.)

I strongly believe that steps should be taken to inform properly children, young men and young women, and older men and women concerning reproduction in plants, the lower animals and man and to inculcate into the mind of every person the right attitude, particularly toward the perpetuation of the human family. I also believe that the consequences of immorality should be impressed upon all in the most forceful way possible. Lessons in reproduction should be introduced low down in the grades beginning with plant reproduction and gradually advancing and reaching up to the reproduction of man. I am strongly convinced that we should deal plainly with the reproductive organs, their functions, their hygiene, and the causes of their diseases, and the great calamity that comes to the human family by licentious and irregular indulgence. (J. T. Kingsbury, President, University of Utah, Salt Lake City.)

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Massachusetts Society for Sex Education,
Charles W. Birtwell, Secretary, 6 Hancock Avenue, Boston.

MICHIGAN
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To educate in the physiology and hygiene of sex and to study and apply every means, educational, sanitary, moral, and legislative, for the prevention of vice and its diseases.

To bring into closer relations the societies throughout the country for sex education and like purposes, and to secure co-operation among them.

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